

*Take Responsibility, Be Respectful, Show Empathy,  
Choose Forgiveness*



## **Appraisals 2021-22**

### **Guidance for all staff**

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At The King's CE School we believe that everyone is unique and created in God's image. We enable all to achieve their God-given potential; to grow, learn and aspire; to transform their lives and the lives of others and to journey in faith without limits within a unified, respectful and harmonious community.

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### Introduction:

The end of September signifies the transition between appraisal cycles. It is a time to pause, look back over the last cycle, reflect on our practice, review the development of skills, attributes and knowledge over this past year. It is also a time to look forward to capture the areas that we are working on in response to being better at meeting the needs of our students in the current and emerging landscapes.

A successful appraisal system should support individual colleagues and the school as a whole in raising standards and being able to respond and meet the needs of the pupils more effectively. When it works well, an appraisal system should aid career progression and also school improvement. It is a helpful narrative of the priorities the school, faculty and individuals are working on.

Obviously, the pandemic has again dramatically affected the last cycle. In formulating and delivering the response to the second and third lockdown, all have developed and adopted new skills and practice. The GCSE, A Level, level 2 and 3 BTEC qualifications were awarded by the school’s teacher assessed grades. Staff had to design and deliver a school based assessment cycle. The whole school timetable was taught remotely and many extra curricular and enrichment activities too. These responses should be captured in the review of the 2020/21 year.

In order to be effective, appraisal should involve robust dialogue between colleagues. A mid-year review hopefully took place towards the end of February 2021 albeit remotely. However, it is understandable if it didn’t happen this year.

Staff’s continuous professional development was one of the whole school priorities last year. The King’s professional development framework detailed on page 6, KPD, was launched with an increasing number of opportunities of accessing, sharing and delivering sessions. This will be developed further throughout this year and ensuring all staff are included. This coming year sees the launch of the new National Professional qualifications in leading teaching, developing teaching and learning, behaviour alongside the National Professional qualifications in senior leadership have been launched. There is also the new Early Career Teacher’s framework too.

The aim of this guidance is to detail important points to be aware of especially as the school joins the Three Spires Trust on the 1<sup>st</sup> November. It also includes the appraisal tree linking colleagues to their reviewers. It is hoped that this will meet with satisfaction but those being appraised are perfectly entitled to ask me for this to be reconsidered.

A copy of our performance management and appraisal policy is available on the school's VLE – it is a policy that has been drawn up and agreed by the local professional teaching associations and is used widely across schools in Wolverhampton.

Finally, I would like to emphasise that appraisal at The King's is very much influenced by the school's vision and verse to **"Grow to maturity. Encourage each other"** and to enable all to achieve their God-given potential to grow, learn and aspire; to transform their lives and the lives of others. It is used to **celebrate** all the work that is carried out and to help colleagues feel **appreciated for their contribution and supported in their work**. Our appraisal system is designed to ensure that staff:

- Reflect positively and constructively upon their professional effectiveness.
- Explore and agree means whereby they themselves, with senior colleagues, may work towards enhancing that effectiveness.
- Feel assured of the school's recognition and appreciation of their work.
- Gain a sustained sense of fulfilment and job satisfaction.
- Define professional career aspirations and make progress towards achieving them.

I have recorded a short TEAMS webinar on this year's appraisal cycle which can be accessed through the appraisal folder on the VLE. Do speak with me if you have any questions or seek further guidance and clarification.

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### Pay Progression

It is important to remember that there are no opportunities for automatic pay progression. It is for reviewers to make a recommendation (in the appropriate box on the appraisal form on the VLE) and, for this recommendation to stand up to scrutiny, the appraised person must be able to present evidence and engage in open and honest discussion. There is a recognition however, that objectives may not have been completed because of the Covid pandemic or the objectives were adapted because of the remote ways of working and so the outcomes were different to that intended.

The focus will be on the objectives that were set and the progress made by students as well as the wider professional standards as set out in the Teacher Standards. It is possible that a decision is made that pay progression is not appropriate at this stage. Any recommendation must be explained. It is hoped that agreement can be reached before paperwork is submitted.

A school's appraisal process must be robust and governors must be confident that recommendations for pay progression are sound. Parity in decision making is important. The role of the reviewer cannot be taken lightly. If you are a reviewer and would like advice or support, please do not hesitate to contact the Principal or a member of the senior leadership team.

We follow a pay policy agreed at national and regional level that has been fully consulted upon and approved by the professional associations. Our pay policy involves retaining the categories of M1 to M6 followed by the Upper Pay Spine levels. It is the responsibility of the person being appraised to know their current pay point and whether there is dialogue to be had about moving to another pay point; there is no automatic progression. Each teacher's progression will be assessed individually on the basis of performance over the past appraisal cycle (or past two cycles in the case of movement onto the upper pay spine (UPS) – see below).

It is also the responsibility of the member of staff to apply in the appropriate fashion if they are eligible to pass through the threshold. There is no application form for movement to UPS, however you are required to present a covering letter and supporting evidence of your performance over the last two years. Evidence would include positive appraisals and examples of how you have met the teacher standards **and** that your contribution to the work of the school has been 'highly competent, substantial and sustained' (see pay policy for further details). This should be submitted to the Principal by **Friday, 15<sup>th</sup> October 2021**. In accordance with the school's pay and appraisal policies, it is also requested that colleagues make it clear if they wish to be considered for moving up through the upper pay spines (again using the

same system as for colleagues moving from Main Scale to UPS). The school will advise you as to eligibility if you are unsure.

Colleagues who have joined us during the 2020-21 cycle will need to use information from their previous employment to aid completion of the process. The school will require a signed statement from your previous school's Headteacher to say that you have been successful in meeting objectives for this current cycle. If required, further evidence may be requested.

Decisions on pay progression will be made when the governors pay committee meets in November and any increase as a result of movement up the pay scales will be back dated to 1<sup>st</sup> September. The Three Spires Trust's scheme of delegation confirms that pay decisions for school staff are the responsibility of the school's local governing body.

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### **COVID-19 Lock Down:**

Last year's appraisal cycle was severely disrupted again due to the Covid-19 pandemic. This must be taken into account when reviewing objectives and should not be at a detriment to anyone. As a reviewer, you should look at whether your reviewee was on track for a successful appraisal should COVID-19 not have resulted in a lockdown. If they were on track, a positive appraisal should be the result. If your reviewee was not likely to achieve their targets then it may result in an unsuccessful appraisal, so long as there is evidence.

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### **Setting of Objectives**

All colleagues will be set a minimum of three objectives are set. For teaching and classroom-based colleagues the following guidance should be used:

- **Objective 1:**

This should be related to pupil progress and linked to target grades. Given our focus, as a school, on particular groups of students, this objective should relate to the progress of either Pupil Premium pupils, boys or SEND. The groups identified should be those taking external examinations wherever possible as this remains a key area of school improvement. Students will also be sitting external examinations for the first time in two years and the DfE's accountability measures and performance tables will be reinstated for the 2022 outcomes. The school's targets for 2022 are given on page 9.

- **Objective 2:**

This should link directly to improving the quality of teaching and learning across the school through a focus on the learning dialogue and learning activity within the school's teaching and learning framework. This objective should focus on acquiring new knowledge, developing and refining skills and nurturing attributes to enable us to better meet the needs of the pupils we are teaching and equip us for our future careers and make us even more effective practitioners tomorrow than today. This objective should build on your Teaching and Learning Community's (TLC) area of focus for the action research project.

It is worth looking back and updating your completed Self-Reflective Practitioner Questionnaire first completed in September 2020. New staff are encouraged to complete one at the beginning of this cycle. It should provide the stimulus for your thoughts and discussions about professional development opportunities and precise areas of focus. It is highly recommended that you complete and update the questionnaire prior to your appraisal meeting and upload the completed questionnaire to your appraisal documents on the VLE. Copies of the questionnaire are available on the Appraisals section of the VLE. Staff should upload an updated copy of their questionnaire to this year.

- **Objective 3:**

This must be directly related to the school improvement plan and priorities. The overview of the school improvement plan is given on page 10.

**The 5 areas are:**

1. **A Learning community** where everyone achieves. Pupils equipped and skilled to learn; they own and thrive on their learning. Standards are celebrated; achievements are rewarded. The year group and faculty **learning intents** are clearly articulated, relevant and meeting the needs of all pupils. Further development of the **KPD framework for all staff** with more access to bespoke developmental opportunities.
2. **A unified and harmonious learning community** – all one together where **restorative practice** threads through everything.
3. **Smooth transitions** – the post covid intervention strategy enabling the school to recover well. The academisation of the school and embracing the opportunities within the Three Spires Trust. The appointment of substantive leaders for interim positions.
4. **Influence the future landscape** in development of curriculum, pupil development, assessment, future careers and regeneration of Wolverhampton.
5. **Get the message out there - market the school like never before - so that numbers on roll increase to support our budget planning** (*primary liaison, positive reputation, outward-facing, membership of associations, awards etc.*)

This could also link to the Silver Core ++ offer in the KPD framework and be a member of our key working group including involvement with our school improvement working parties focusing on areas such as **carbon neutral school** and **equality**. The outcome of this objective should be shared across the whole of that person's team. For colleagues on the upper pay spine this would need to be shared and have an impact across the whole school.

Colleagues who hold a Teaching and Learning Responsibility (TLR) point must ensure that this objective relates directly to developing their competency within this role. This may include working with other schools, monitoring and evaluation, developing leadership skills, enhanced use of data to support your leadership etc.

For support staff colleagues, the following guidance should help inform the setting of targets:

**Objective 1:** a target focussing on developing a skill or knowledge specific to the role

**Objective 2:** a target linked to meeting and responding to the needs of our pupils

**Objective 3:** a target linked to an objective on the school improvement plan to which your role is closely linked

As a Church of England school, our vision and values permeate every aspect of school. All objectives must also demonstrate how your practice as a leader/teacher/member of staff at The King's will strengthen the school's Christian ethos. Documents such as the Church of England's Vision for Education, SIAMS inspection schedule, Valuing all Gods Children, Spiritual development of all will be key to successfully meeting these objectives. The school's vision statement is always a very useful starting point for framing objectives.

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**Key Principals in setting targets:**

Targets should be SMART

- **Specific** – objectives are clearly defined and articulate the skills, attributes, knowledge or achievements in precise terms. This ensures they can be evaluated clearly and whether the objective has been achieved.
- **Measurable** – specify the appropriate success criteria
- **Achievable** (or attainable) - objectives are realistic and linked to factors within your control. They should take into account what a part-time or fixed term appointment can achieve.
- **Relevant** – linked to the school or faculty improvement plan and priorities
- **Time-limited** - means that the objectives have a clear timetable for progress and achievement, with interim milestones where appropriate.

## Supporting Evidence

Staff are asked to upload supporting documents to evidence the progress towards the targets. This can be a range of documentation such as curriculum planning documents, notes and actions from meetings, KPD sessions, sharing good practice. As we have returned to the more familiar ways, we will also be looking to arrange lesson observations as part of the supporting evidence.

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## Appraisal Forms

All teaching and support staff can access their appraisals on the VLE by clicking on the appraisals folder on the left hand side of the home page. These will have been updated for the new cycle and reflect any changes in the reviewers. It is advisable to complete the review and setting of objectives in MS word and then copy this across to the appraisal form on the VLE.

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## KPD Time Allocation

Within the school calendar, time has been allocated for preparation, review and target-setting to take place as well as for bespoke KPD opportunities. A full INSET day (Monday 28<sup>th</sup> November 2021) has been disaggregated to allow 6 hours of time for this to take place and a record of how the time will be used should be recorded on the VLE during your objective-setting and review meeting. The idea is that this time could also be used to attend Teach-Meets, take part in research events that might be outside of the normal school day or complete additional study and research, perhaps working towards a recognised qualification as part of The King's Gold or Platinum KPD route. There is a good deal of flexibility with this so that your CPD is creative, flexible and personalised.

A window of time has been identified within the school calendar (weeks 5-7) for appraisal observations to take place. These should be arranged within this time period to support with the review and objective setting meeting. These meetings can take place face to face or remotely via Teams. The mid year appraisal window falls in weeks 24 and 25.

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## Appraisal Tree

The details of the reviewers is laid out on the pages 8 and 9. Please do contact me if you would like to request a change.

## Key Dates:

Appraisal Window	Monday 27 <sup>th</sup> September to Friday 15 <sup>th</sup> October	Review of 2020/21 Appraisal Including opportunity for lesson observations to support evidence
Applications to progress to UPS	Friday 15 <sup>th</sup> October	Letter to the Principal
Governor Pay Committee Meeting	Tuesday 19 <sup>th</sup> October	Ratify Teaching Staff Appraisal
Mid Year Appraisal Window	Monday 7 <sup>th</sup> March to Friday 18 <sup>th</sup> March	Mid year review of 2021/22 objectives

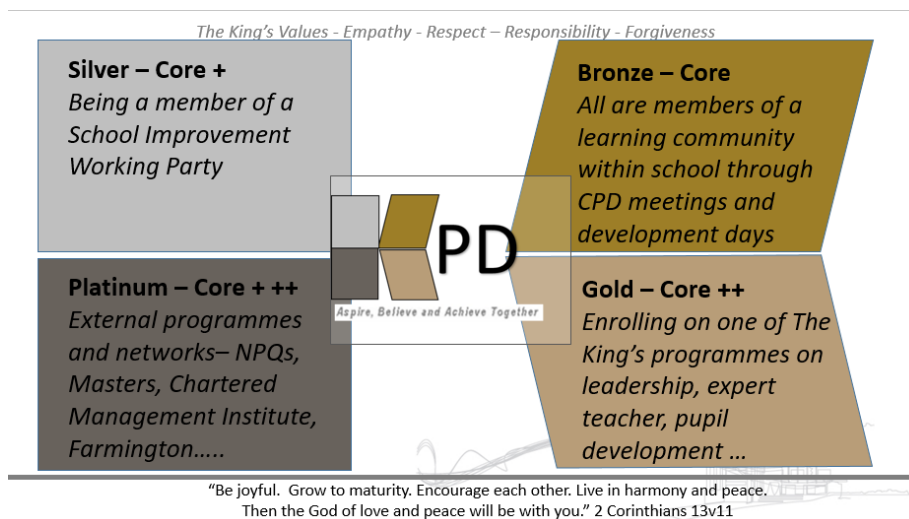
Joy Langley  
September 2021

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## KPD – The King’s Professional Development Framework

Staff development is a key priority at The King’s. The vision is:

- For every member of the school community to learn something new every day
- To create and embed a culture of professional development and learning throughout the school that impacts provision and outcomes for pupils and students and inspires, equips, innovates excellent teachers.
- To provide and protect time for continuous whole school development activities and tailored differentiated programmes.



This will be delivered through The King’s professional development programme, **KPD** comprising of four offers Bronze (Core), Silver (Core+), Gold (Core++) Platinum (Core+++).

- **Bronze offer** is for every member of staff.
  - Teaching staff have been put into teaching and learning communities (TLCs). Each TLC is made up of 4 teachers who all teach the same class – quad class. Each TLC will focus on the needs of their quad class and will complete an action research project during the year. This could be, for example, around an additional educational need, EAL, mixed attainment teaching or addressing the gender gap. The learning will focus on developing the teacher skills in learning dialogue and learning activity. There is a leader in each quad who facilitates the learning in the group and encourages members of the quad to pop-in when each other are teaching the class. This is an informal peer pop-in to enable sharing of good practice and feedback.
  - Support staff will be put into support learning communities (SLCs). Each SLC will focus on an aspect of school management or operation.
- **Silver offer** is an open invitation to all members of staff to join a school improvement working party. This will be a voluntary role and an opportunity to work within a group to research good practice and to develop a new strategy and approach in school. The groups are set up for each year to reflect the school priorities.
- **Gold offer** will be applying and enrolling on a programme developed by The King’s and delivered by our own staff. Staff participating in these programmes will take on their own project with a view to introducing or refining whole school practice.
- **Platinum offer** will be the opportunity to apply for an external qualification such as the National Professional qualifications, a Masters in Education, Chartered Institute of Management, *National Governance*. If staff are interested in studying for an external qualification they need to book a time to meet and to discuss with the Principal.
- If staff apply for the Platinum offer and the school partly funds the training then the member of staff will agree to stay at the school for a certain number of years depending on how much funding the school provides. For example if the school funds 10% then the member of staff stays for 1 year, 20% - 2 years up to 30% and 3 years after completing the qualification.

## Appraisal Tree 2021/22

### Senior Leadership Team

Joy Langley (LAN) Interim Principal	Phil Sutton (SUT) Vice Principal	Chris Green (GRE) Assistant Principal	Tom Lingard (LIN) Assistant Principal	Rachel Jones (JON) Acting Assistant Principal	Nurinder Kaur (KAU) Acting Assistant Principal
SUT (VP) GRE (AP) LIN (AP) JON (AP) KAU (AP) <b>MAN</b> (Ethos Co-ordinator) KUD (Chaplain)	WST (Acting Head of 6 <sup>th</sup> ) BLA (AHoF - English)	MIT (AAP – Science) EAS (HOF Maths)	COX (LEAD SEND) ARD (HOF Work) ROL (HOF World)	PUG (HOF Creative)	<b>BUC (HOY 11)</b> <b>GAN (HOY 10)</b> <b>DYK (HOY 9)</b>
GAU (PA) MUR (Finance) JAR (Premises)	BAS MAH	BDG MRR	JOR (Catering) BAR	KEL TER	DOU (HOY 7&8)

### Extended Senior and Middle Leadership Team

Brian Mitchell (MIT) AAP Science	Julie East Erskine (EAS) HOF Maths	Maria Black (BLA) AHoF English	Laura Rowley (ROL) HOF World	Alice Arnold (ARD) HOF Work	Emily Pugh (PUG) HOF Creative
MCC MAD	PAT LAR PRE <b>DYK*</b> <b>VAN</b>	YEO MIL HOP <b>KEY*</b> <b>GIK</b>	DEA EDW <b>MAN*</b> KUD CRO <b>SMI</b>	<b>WST*</b> BAH HAR	MOU <b>GAN*</b> <b>BUC*</b> KEY BAL
Technician tbc					<b>Technician tbc*</b>



## Curriculum Team leadership

Spencer Dean (DEA) History CTL	Stu Edwards (EDW) Geography CTL	Chris Wust (WST) BS CTL Acting Head of 6th	Niki McCabe (MCC) 2 <sup>nd</sup> I/c Science	Tej Mander (MAD) KS4 science co- ordinator	Charlotte Mould (MOU) Assistant Head of Creative (0.5)	Stephanie Ball (BAL) Assistant Head of Creative (0.5)	Jayson Cox- Darling (COX) Lead SEND
WIL	PAR		CMG DOL	ALL RAN	MCA	HAT HUD	
					Technician*		HUR MCI SMI* BAT

## Support Staff Team Leaders

Nadine Murray (MRR) Data	Paul Jarvis (JAR) Premises Manager	Ruth Jones (JOR) Catering	Ann Hurley	Louisa Gauld- Crichton (GAU)
RGR	JRV	Catering Staff Cleaning Staff	JOE CAL VYD	ROG CLA

**Green highlighted staff\*** – contribute to relevant objective to the LM of permanent and major responsibility

**Yellow highlighted staff** are enrolled on the Early Career Framework so are not included in the appraisal cycle.

School Improvement Plan 2020=22 – Overview				
Strand 1: Quality of Education	Strand 2: Behaviour and Attitudes	Strand 3: Pupils' Personal Development	Strand 4: Leadership and Management	Strand 5: Post-16
1.1 Implement a successful Post-Covid-19 recovery curriculum (LAN)	2.1 Implement a successful post Covid-19 strategy to re-establish the learning culture (SUT)	3.1 Implement a successful post Covid-19 reconnection strategy (SUT)	4.1 Implement a successful post Covid-19 strategy to fully open school to all pupils (LUD)	5.1 Implement a successful post Covid 19 strategy to reconnect, re-establish and recover (WST)
1.2 Review the sequencing of our curriculum including the KS3 'Learning Journey' (JON)	<b>2.1 Review our behaviour policy (including restorative practice) and ensure that all staff consistently this both in lessons and at break time and lunchtimes.* - through targeted training and support (KAU)</b>	3.2 Further establish our SEMH base (SUT)	4.2 Review and strengthen diversity within our curriculum (SUT)	5.2 Strengthen curriculum offer, both vocational and academic qualifications and secure reputation as high quality provider within city consortium (LAN)
1.3 Improve provision for our EAL pupils (and parents) and mid-year transfer pupils (JON/GRE)	2.3 Increase our reward culture and celebration of achievement for all (LIN/KAU)	3.3 Strengthen our careers provision (LIN/ARD)	<b>4.3 Monitor the impact of additional funding (e.g. PP) on the outcomes*. (LIN)</b>	5.3 Embed use of targets, refine tracking and monitoring of progress, to secure above average outcomes for both academic and vocational courses. (GRE)
1.4 Strengthen our vocational qualification provision (LAN)	2.4 Improve the learning climate and culture (LIN)	3.4 Enhance and embed the role of pupil leaders across the school (LIN/ROL)	4.4 Create and foster a passion for T&L across the staff (LAN)	5.4 Develop and lead an outstanding enrichment programme (including leadership roles) to suit the needs and interests of all students. (LIN)
<b>1.5 Improve the quality of teaching to further raise pupils' achievements* (LAN)</b>	2.5 Improve the attendance of all pupils (LIN)	3.5 Offer a comprehensive and inclusive programme of extracurricular activities (LIN)	4.5 Implement tailored CPD programme for all staff including leaders (LAN)	5.5 Refine and develop the careers information and advice programme to ensure all students are ready for their next stage in education, training or employment. (ARD)
1.6 Improve learning and progress through metacognition (LIN)	2.6 Improve the punctuality of pupils (LIN)	3.6 Strengthen Church links and enhance Interfaith groups (LAN/KUD)	4.6 Enhance our new staff induction and ITT/NQT programme (LIN)	5.6 Improve the quality of teaching and learning at post 16 including focussed CPD and teaching and learning framework. (JON)
1.7 Review and refine our assessment without levels and KS3 Assessment policy (GRE)	2.7 Reduce exclusions (KAU)	3.7 Implement the new PSHE/RSE curriculum (SUT/KUD)	4.7 Review and strengthen our transition and primary engagement strategy (GRE)	5.7 Create a VI form environment that can be used during self-study

				periods that supports learning and curriculum intent. (WST)
1.8 Improve provision and outcomes for pupils with SEND (LIN)	2.8 Evaluate off site provision and review our AP strategy (KAU)	3.8 Ensure that we effectively challenge homophobic, biphobic and transphobic bullying (SUT)	4.8 Strengthen parental & community engagement (LIN)	5.8 Attendance and Punctuality to meet the whole school target of 96% (LIN)
1.9 Create a reading culture across the whole school community and increase pupils' levels of literacy (JON)		3.9 Deliver a comprehensive programme of Character Education across all year groups developing hope, aspiration and courageous advocacy (LIN/ROL)	4.9 Maximise lettings, sponsorship and partnerships to generate additional income including (LAN)	5.9 Staff are aware of potential safeguarding issues, providing appropriate support where necessary (SUT)
1.10 Ensure that pupil outcomes are above national averages with an increased focus on reducing inequality in achievement for different groups of pupils (SUT/GRE/LIN/WST)		3.10 Celebrate Key Events and Milestones: Birmingham 2022 Commonwealth Games / Silver Jubilee (LIN)	4.10 Ensure that staff receive a high level of support for wellbeing issues (LAN)	5.10 VI form students model the school values at all times and have consistently positive attitudes to learning (WST)
1.11 Maximise the potential for new learning technologies in improving the quality of education for pupils, including remote learning where applicable (GRE)			4.11 Implement a robust school marketing strategy (LAN)	5.11 Raise Aspirations for all VI form students (WST)
			4.12 Strengthen our links with external organisations and gain recognition for our achievements (LAN)	
			4.13 Reduce the school's budget deficit in line with the 3-year plan (LAN)	
			4.14 Strengthen the governance of the school (LAN)	

***\*Ofsted 2018 Areas for Improvement***